

## Geography Curriculum Purpose and Rationale

At Arden Forest our vision is to enable our whole school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit.

'Little Learners, Big Achievers'



*Taken from Arden Forest vision statement and school motto.*

### Statutory Commitment

#### EYFS Framework – Geography (September 2021)

##### Educational Programmes – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### KS1 National Curriculum – Geography (2013)

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## School Commitment

Our Curriculum Intent (Appendix A) identifies what opportunities and experiences our pupils have on entering our school. This also recognises what our pupils need in order that we fully enable our school vision. It maintains a fidelity to the new EYFS Statutory Framework and KS1 National Curriculum as well as a commitment to alignment across the two phases in our school.

Through our Geography curriculum, we want to develop the children's sustained thinking skills in order that they can articulate their thoughts and ideas about the world around them. To provide real life experiences to enhance what they already know and how to build upon this knowledge. To inspire in pupils a sense of curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Our Growth Mindset Learning Behaviours help children develop the right attitudes to Geography in order that they fulfil their potential and experience success. E.g. valuing the need to be a stick-a-saurus and keep persevering when faced with challenge when carrying out research or locating a particular place, or a think-a-docus when considering the correct geographical vocabulary or even a Solv-a-tops to problem solve.

Within all aspects of Geography, there are opportunities for pupils to develop their School Responsibilities' of being kind and respectful, learn and let others learn and keeping themselves and others safe.

### Why do learners at Arden Forest Infant School need to study Geography?

At Arden Forest Infant School, our teaching of Geography supports our vision of inclusive practice and it enables all children to achieve their potential.

"A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time." National Curriculum 2013

The Geography area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Geography as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living

organisms and the physical environment and provide opportunities for critical evaluation of evidence. Therefore in our Geography lessons children will be given the opportunity to talk about their own knowledge of where they live, as well as the local area, what they know about the world, including landmarks and seas. As well as being able to enhance their knowledge through research using technology and relevant texts.

Early Years children will have the opportunity to show their curiosity and explore their environment, both in the indoor and outdoor provisions.

### **How we promote personal characteristics and relationships?**

At Arden Forest Infant School, the Geography curriculum delivers a vast range of social, moral, spiritual and cultural aspects which reflects the school's Personal Characteristics and Relationships principles. It encourages the children to be responsible, show kindness, respect, positivity, tolerance and resilience. It encourages kindness and respect for one another as well as our relationships with others, including to act as good citizens within their local community. It may also include teamwork where the children work collaboratively which will need the attributes of tolerance when opinions differ, e.g. debating about environmental issues.

Within Geography, children will often have opportunities to work responsibly, sharing resources and managing their tasks. Children are encouraged to support each other positively and respectfully and to peer assess and evaluate. This demonstrates respect and tolerance for each other and each other's contributions or work. Children are able to develop their self-esteem, self-knowledge and self-confidence to produce different responses. Within Geography children are encouraged to ask questions to discover more about the world. Together, children will experience challenge safely and understand that they can be resilient in response to changes in lessons or school.

### **What are the aims for the Geography Curriculum?** (What do we want learners to be able to know and do by the time they leave Arden Forest Primary?)

Our aims are to fulfil the requirements of the Early Years Framework and the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Geography teaching at Arden Forest Infant School has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching geography in our school are:

- To inspire pupils' curiosity to discover more about the world
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To help children understand how the human and physical features of a place shapes it location and can change over time.
- To provide opportunities to study mathematics across the curriculum through geography lessons

### How does Geography help our pupils to be aspirational lifelong learners?

Having good Geographical knowledge and skills, including acting as good citizens within their local community, understand how geography "happens" in the local area, having an excellent knowledge of where places are and what they are like, as well as an extensive base of geographical knowledge and vocabulary will provide direct links to future employment. These opportunities will mean that our children will contribute to community and wider society, this might include careers in travel, surveyor, geologist and landscape architect.

This includes, being able to use the skills flexibly, even for the jobs that don't yet exist!

### Why has the specific knowledge been selected?

At Arden Forest Infant School the Geography curriculum is taught thematically. It is designed to help our children to act as good citizens within their local community. To understand how geography "happens" in their local area. To have an excellent knowledge of where places are and what they are like. For the children to have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. Children will begin to understand their wider world and the implications that we as citizens have on it. Children will retain knowledge that is pertinent to Geography with a real-life context. Children will have an extensive base of geographical knowledge and vocabulary.

### How is Geography implemented?

Geography teaching at Arden Forest Infant School has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

In the Early Years Geography falls under the aspect of the Natural World which allows children to explore, observe and understand their surroundings. Discuss and talk about similarities and differences between the country they live in and other communities, countries and cultures.

Arden Forest Infant School teaches the National Curriculum, supported by clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

At Arden Forest Infant School children have topic lessons in Geography throughout Key Stage 1. In Early Years, Geography is taught through the children learning about the world around them in their learning through play. Additional opportunities are provided in Geography, such as outdoor learning where the immediate and local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

Geography is also incorporated through British Values and PSHE where children will learn and revisit the importance of our world and how it should be treated through a range of cultural capital activities and experiences.

### What is the impact?

The impact of our Geography curriculum can be seen not only in our children's Topic books but also through classroom displays our pupils' conversations and the school environment. Monitoring of Geography ensures that standards in teaching and learning remain high. Data enables us to reflect on the intent of the Geography curriculum and how it is being implemented, eg are our teaching strategies helpful. Regular analysis of pupil attainment and progress data also ensure outcomes from starting points follow an expected trajectory against the termly milestones as well as identify specific groups or individuals in need. This ensures children are on track during the year. Our children are given a broad range of experiences in Geography and have good access to outdoor spaces providing them with opportunity to learn about the natural world around them. Being exposed to different genres of text to enable children to know the differences and similarities between life in this country and other countries, as well as express their feelings and be unique.

### Appendices:

- A. Overall School Curriculum Intent
- B. Geography aims/end points of specific stages of curriculum
  - EYFS Framework and National Curriculum



C. See Progression in Learning Framework for Geography with overarching maps that show the sequence and progression in learning from the beginning of Reception until the end of Year Two.

## Appendix A

# Arden Forest Infant School – Curriculum Intent

**What do we know about our community of learners? What opportunities/experiences have they had already and what have they not yet benefited from?**

Our pupils start Reception from a large number of different pre-school settings. They have a diverse range of cultural and family backgrounds which are valued and shape our unique relationships with our school community.

Communication skills vary on entry, children are often reluctant to engage in extended conversations or articulate their thinking. Children often need support to identify and moderate their own feelings and are not able to solve minor disagreements.

We have an increasing percentage of children with additional needs compared to the national average, including those with ASD. As such, communication and language, physical development and personal and social and emotional development is significantly lower for these children. **Recently, many children have not been able to access outside agency support due to COVID restrictions.**

When our children begin Reception, they are often confident, **show curiosity and are eager to explore their environment.** However, our pupils' often lack sustained thinking and focus. Children are reluctant to be independent in their learning and **life skills,** and often their resilience and perseverance in the face of challenge is low which is a barrier to success. They lack experience of opportunities to take calculated risks.

Children typically have **good access to outdoor spaces which enable a knowledge of the natural world** around and gross motor skills to be typically at age related expectations. However, children's fine motor skills are typically not as developed.

Children generally access books and stories at home. However, the ability to blend and segment in phonics is a barrier for most children which impacts on their reading and writing on entry. Most parents generally take an active role as partners in their children's learning.

The majority of children show everyday application of skills in mathematics. Children usually have access to technology at home. Imagination is often good in small world and role play but children lack creativity and skill with music, art and design. We have observed that our children tend to have a limited **cultural experiences** of the arts or awareness of their **wider community.**

**In September 2021, some children starting with us will have lived nearly half of their life with the pandemic. Our Year One children spent a third of their Reception Year Learning remotely and missed a significant part of their pre-school experience due to lockdown. Our Year Two children spent a third of their time in Year One being taught remotely and missed a significant part of their Reception Year due to lockdown.**



## Appendix B

### Geography aims/end points of specific stages of curriculum

#### EYFS Framework (September 2021)

##### **ELG: People, Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.

##### **ELG: The Natural World**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### National Curriculum – Geography KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

##### **Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas



## **Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

## **Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2  
3
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.